

## Spaulding Elementary

204 East Pearl Street  
Lamar, South Carolina 29069

<b>Grades</b>	4-6 Elementary School	
<b>Enrollment</b>	245 Students	
<b>Principal</b>	Vernisa Y. Bodison	843-326-7666
<b>Superintendent</b>	Dr. Rainey Knight	843-398-5200
<b>Board Chair</b>	Mr. Warren Jeffords	843-326-5970

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	7	51	59	3

### IMPROVEMENT RATING

UNSATISFACTORY

### ADEQUATE YEARLY PROGRESS

NO

This school met 13 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Below Average	Average	N/A
<b>2003</b>	Below Average	Average	No
<b>2004</b>	Below Average	Below Average	No
<b>2005</b>	Unsatisfactory	Unsatisfactory	No

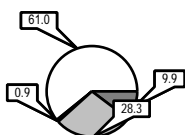
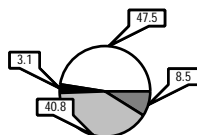
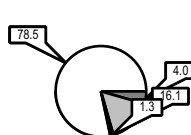
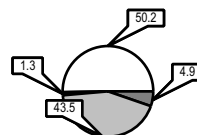
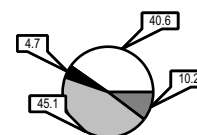
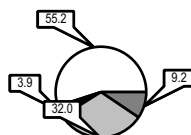
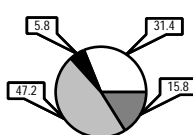
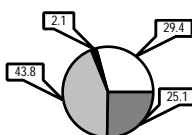
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

98.7%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	240	100.0	61.0	28.3	9.9	0.9	17.0	No	Yes
<b>Gender</b>									
Male	120	100.0	70.0	25.5	4.5	0.0	10.0		
Female	120	100.0	52.2	31.0	15.0	1.8	23.9		
<b>Racial/Ethnic Group</b>									
White	56	100.0	32.0	48.0	18.0	2.0	34.0	Yes	Yes
African American	181	100.0	69.6	22.2	7.6	0.6	11.7	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	198	100.0	54.8	32.3	11.8	1.1	19.4		
Disabled	42	100.0	91.9	8.1	0.0	0.0	5.4	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	240	100.0	61.0	28.3	9.9	0.9	17.0		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	240	100.0	61.0	28.3	9.9	0.9	17.0		
<b>Socio-Economic Status</b>									
Subsidized meals	206	100.0	62.6	28.9	7.4	1.1	14.7	No	Yes
Full-pay meals	34	100.0	51.5	24.2	24.2	0.0	30.3		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	240	100.0	47.5	40.8	8.5	3.1	20.6	No	Yes
<b>Gender</b>									
Male	120	100.0	55.5	35.5	6.4	2.7	15.5		
Female	120	100.0	39.8	46.0	10.6	3.5	25.7		
<b>Racial/Ethnic Group</b>									
White	56	100.0	32.0	44.0	18.0	6.0	38.0	Yes	Yes
African American	181	100.0	52.0	40.4	5.8	1.8	15.2	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	198	100.0	41.9	44.6	10.2	3.2	23.7		
Disabled	42	100.0	75.7	21.6	0.0	2.7	5.4	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	240	100.0	47.5	40.8	8.5	3.1	20.6		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	240	100.0	47.5	40.8	8.5	3.1	20.6		
<b>Socio-Economic Status</b>									
Subsidized meals	206	100.0	50.5	40.0	6.3	3.2	18.4	No	Yes
Full-pay meals	34	100.0	30.3	45.5	21.2	3.0	33.3		

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	240	100.0	78.5	16.1	4.0	1.3	5.4
<b>Gender</b>							
Male	120	100.0	80.0	14.5	4.5	0.9	5.5
Female	120	100.0	77.0	17.7	3.5	1.8	5.3
<b>Racial/Ethnic Group</b>							
White	56	100.0	66.0	20.0	12.0	2.0	14.0
African American	181	100.0	82.5	14.6	1.8	1.2	2.9
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	198	100.0	75.3	18.3	4.8	1.6	6.5
Disabled	42	100.0	94.6	5.4	0.0	0.0	0.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	240	100.0	78.5	16.1	4.0	1.3	5.4
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	240	100.0	78.5	16.1	4.0	1.3	5.4
<b>Socio-Economic Status</b>							
Subsidized meals	206	100.0	82.6	13.2	3.2	1.1	4.2
Full-pay meals	34	100.0	54.5	33.3	9.1	3.0	12.1

<b>Social Studies</b>							
All Students	240	100.0	50.2	43.5	4.9	1.3	6.3
<b>Gender</b>							
Male	120	100.0	53.6	40.0	4.5	1.8	6.4
Female	120	100.0	46.9	46.9	5.3	0.9	6.2
<b>Racial/Ethnic Group</b>							
White	56	100.0	26.0	56.0	16.0	2.0	18.0
African American	181	100.0	57.3	39.8	1.8	1.2	2.9
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	198	100.0	48.9	44.1	5.4	1.6	7.0
Disabled	42	100.0	56.8	40.5	2.7	0.0	2.7
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	240	100.0	50.2	43.5	4.9	1.3	6.3
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	240	100.0	50.2	43.5	4.9	1.3	6.3
<b>Socio-Economic Status</b>							
Subsidized meals	206	100.0	51.6	42.6	4.7	1.1	5.8
Full-pay meals	34	100.0	42.4	48.5	6.1	3.0	9.1

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	81	100.0	50.0	40.0	8.8	1.3	10.0
	5	96	100.0	56.8	34.7	8.4	N/A	8.4
	6	82	100.0	39.5	49.4	9.9	1.2	11.1
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	73	100.0	50.0	33.8	14.7	1.5	16.2
	5	73	100.0	58.2	34.3	7.5	0.0	7.5
	6	94	100.0	71.6	19.3	8.0	1.1	9.1
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	81	100.0	36.3	46.3	11.3	6.3	17.5
	5	96	100.0	55.8	36.8	6.3	1.1	7.4
	6	82	100.0	30.9	49.4	13.6	6.2	19.8
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	73	100.0	48.5	33.8	14.7	2.9	17.6
	5	73	100.0	55.2	37.3	4.5	3.0	7.5
	6	94	100.0	40.9	48.9	6.8	3.4	10.2
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	73	100.0	76.5	19.1	2.9	1.5	4.4
	5	73	100.0	77.6	16.4	3.0	3.0	6.0
	6	94	100.0	80.7	13.6	5.7	0.0	5.7
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	73	100.0	38.2	54.4	7.4	0.0	7.4
	5	73	100.0	65.7	29.9	3.0	1.5	4.5
	6	94	100.0	47.7	45.5	4.5	2.3	6.8
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

## SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n= 245)</b>				
First graders who attended full-day kindergarten	N/R	N/A	100.0%	100.0%
Retention rate	0.4%	Down from 2.9%	4.1%	3.0%
Attendance rate	97.4%	Up from 97.0%	96.1%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.0%	Down from 10.0%	4.6%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	5.4%	Down from 8.9%	3.8%	3.2%
Eligible for gifted and talented	5.5%	Up from 5.1%	6.2%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	15.7%	Down from 16.9%	8.0%	8.2%
Older than usual for grade	1.6%	Down from 2.6%	1.6%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.2%	Up from 0.8%	0.0%	0.0%
<b>Teachers (n= 20)</b>				
Teachers with advanced degrees	45.0%	Down from 61.1%	50.0%	52.6%
Continuing contract teachers	50.0%	Down from 72.2%	80.9%	83.3%
Highly qualified teachers	90.0%	Up from 86.7%	92.9%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	2.5%	0.0%
Teachers returning from previous year	71.8%	Down from 80.1%	83.9%	87.0%
Teacher attendance rate	95.7%	Up from 95.1%	94.9%	95.0%
Average teacher salary	\$38,823	Down 2.7%	\$40,675	\$41,703
Prof. development days/teacher	8.7 days	Up from 5.0 days	12.7 days	12.8 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	16.3 to 1	N/R	17.3 to 1	18.8 to 1
Prime instructional time	91.2%	Up from 90.2%	89.1%	89.8%
Dollars spent per pupil*	\$6,846	Up 6.5%	\$6,865	\$6,242
Percent of expenditures for teacher salaries*	59.1%	Up from 57.5%	64.5%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.2%	Down from 99.9%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	97.8%		89.4%	
Highly qualified teachers in high poverty schools	95.8%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

## Abbreviations for Missing Data

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The 2004-2005 school year was a wonderful and exciting year for Spaulding Elementary (A Title One School). Two hundred and forty three fourth through sixth grade students attended Spaulding along with thirty-five employees supporting our school-wide theme of, "Building A Community of Learners." Our 2004 PACT scores showed favorable gains and we are looking forward to constant improvement in the future.

Throughout the school year, students, parents, staff members, community members, and business partners participated in a variety of educational and fun-filled activities. Staff development focused on Harvey and Goudvis' Strategies That Work. Staff development also focused on Bloom's Taxonomy and ways to engage learners. Over seventy students participated in the after-school program from September through April. Our PTO sponsored events such as honor roll and perfect attendance recognitions, field days, a Spring dance, teacher mini-grants, student picnics, and the sixth grade completion ceremony. Spaulding Elementary students were active in community service projects such as a toy drive during the holiday season and a tsunami relief fundraiser. The students also supported the community by sponsoring a program to help raise funds for a community member diagnosed with cancer. Students participated in a breakfast reading program, clubs, and a live broadcast morning show called "The Spaulding Family Morning Show." Students also attended writing conferences and participated in writing contests.

Many students won awards this year at Spaulding Elementary. Seven students were recognized at the district's All A banquet. A sixth grade student won the Francis Marion Langston Hughes Poetry contest. Another sixth grade student won second place in the Darlington County Anti-Litter Contest. Three fifth grade students have poetry published in the 2005 edition of the Teacher's Selection of Fifth Grade Poetry and two fifth grade students were finalist in the Department of Transportation's Art Contest.

Spaulding Elementary provided many opportunities for parents, community members, and business partners to get involved. Title One Family Nights were held to inform parents about ways to help students prepare for the Palmetto Achievement Challenge Test and ways to be informed about school happenings, rules, etc. Community members were invited to share careers with students and offer suggestions for improvement of the school.

Spaulding Elementary will continue to strive towards excellence !

Vernisa Y. Bodison, Principal  
Deidra Goodson, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	22	85	52
Percent satisfied with learning environment	76.2%	88.2%	83.7%
Percent satisfied with social and physical environment	86.4%	88.0%	75.5%
Percent satisfied with school-home relations	68.2%	95.2%	69.4%

\*Only students at the highest elementary school grade level at this school and their parents were included.